



## MELlichAMP ELEMENTARY

350 Murray Road  
Orangeburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	315 Students	
<b>Principal</b>	Rena Bowman	803-534-8044
<b>Superintendent</b>	Cynthia Wilson	803-534-5454
<b>Board Chair</b>	Lisa Jenkins	803-533-7927

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Below Average</b>
2010	Below Average	Below Average
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

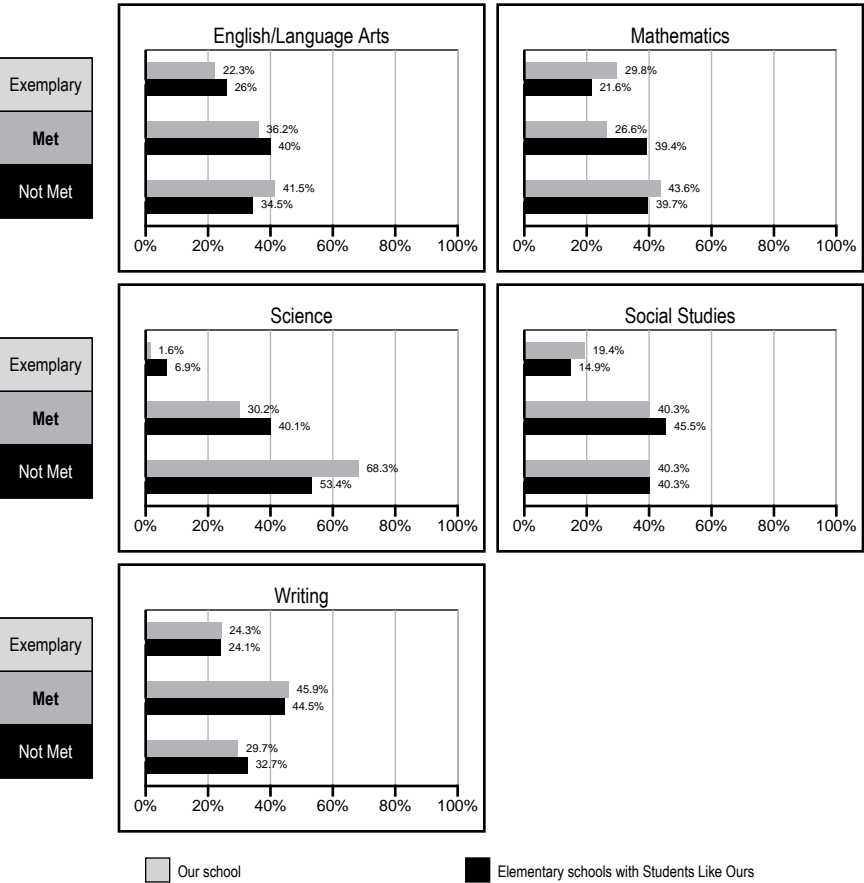
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	6	78	50	23

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=315)</b>				
First graders who attended full-day kindergarten	97.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Down from 2.5%	1.5%	1.1%
Attendance rate	95.6%	No Change	96.0%	96.2%
Served by gifted and talented program	3.4%	Up from 2.7%	5.2%	13.4%
With disabilities other than speech	1.1%	Down from 14.3%	4.3%	4.1%
Older than usual for grade	0.6%	Down from 1.4%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.9%	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	70.8%	Down from 72.0%	61.9%	62.5%
Continuing contract teachers	95.8%	Up from 92.0%	82.1%	88.2%
Teachers returning from previous year	88.1%	Down from 90.6%	84.5%	87.8%
Teacher attendance rate	95.4%	Down from 96.2%	95.2%	95.2%
Average teacher salary*	\$47,549	Down 0.6%	\$45,022	\$46,773
Professional development days/teacher	7.0 days	Down from 21.2 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	17.0	Up from 16.0	3.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 18.4 to 1	17.5 to 1	19.9 to 1
Prime instructional time	88.5%	Down from 90.3%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,467	Down 8.8%	\$8,540	\$7,447
Percent of expenditures for instruction**	66.2%	Up from 66.0%	67.6%	68.4%
Percent of expenditures for teacher salaries**	59.2%	Down from 62.1%	63.9%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Mellichamp Elementary is a Title I school serving 328 students from child development through fifth grade with a 94% poverty rate. Mellichamp houses three self-contained district special education classes for students with developmental delays. Our School Renewal Plan is updated annually and includes action plans for English language arts, mathematics, science, social studies, school climate, teacher/ administrator quality, and the arts.

The 2010 Palmetto Assessment of State Standards (PASS) data indicated Mellichamp exceeded the district PASS average in 3rd grade English language arts and math. In 2010, Mellichamp Elementary met Adequate Yearly Progress (AYP) as defined by No Child Left Behind.

Academic assistance includes intervention for teacher-identified students in kindergarten through third grade along with fourth and fifth graders who score below basic on the PASS in English language arts and/or math. Academic Plans for Students (APS) are developed for each fourth and fifth grader who scores below basic in any PASS subtests. Parents of these students meet with teachers three times annually and discuss the shared responsibilities of students, parents, and school. Fourth and fifth graders who score proficient and/or advanced on one or more of the PASS subtests are provided academic enrichment through a year-long robotics club. Identified gifted and talented fifth graders attend the district's magnet school. After school programs consist of 21st Century, After School Place, and Positeen. We have a variety of mentoring programs for children through our guidance department and the county's Community of Character program.

We believe that parents are a vital link in our students' academic success; therefore, home communication is a top priority. Open House is held in August to encourage strong parent/teacher relationships. Parent Conference Days in the fall and spring allow parents and teachers to discuss and plan for students' academic progress. The school utilizes flyers, text messaging, e-mails, phone calls, and its website to keep parents abreast of school events.

We are proud to be recognized as a South Carolina exemplar site for our school-wide Positive Behavior Intervention System (PBIS), Go Big Blue. The school's leadership and data teams, along with the School Improvement Council, closely monitor discipline and academic test data. This enables us to quickly and effectively track our improvement in these areas. In 2010-11, Mellichamp teachers were the recipients of grants totaling \$20,460. Additionally, Mellichamp is proud to be a 2010-2013 South Carolina Red Carpet School.

Beverly Stroman, Principal

Nicole Simpson, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	32	21
Percent satisfied with learning environment	90.0%	87.5%	75.0%
Percent satisfied with social and physical environment	100.0%	90.6%	85.0%
Percent satisfied with school-home relations	80.0%	87.5%	80.0%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 8 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	119	99.2	39.2	36.1	24.7	69.1	75.1	82.4	No	Yes
<b>Gender</b>										
Male	61	98.4	40.8	34.7	24.5	67.3	71.9	78.7	N/A	N/A
Female	58	100	37.5	37.5	25	70.8	78.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	6	I/S	I/S	I/S	I/S	I/S	81.9	88.9	I/S	I/S
African American	105	99.1	39.5	37.2	23.3	68.6	74.1	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	77.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	30	96.7	60	24	16	32	48.7	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	82.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	109	99.1	41.8	36.3	22	68.1	72.5	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	119	99.2	41.2	28.9	29.9	68	72.4	81.9	No	Yes
<b>Gender</b>										
Male	61	98.4	36.7	32.7	30.6	69.4	69.7	79.9	N/A	N/A
Female	58	100	45.8	25	29.2	66.7	75.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	6	I/S	I/S	I/S	I/S	I/S	76.6	88.9	I/S	I/S
African American	105	99.1	43	30.2	26.7	64	71.5	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	30	96.7	64	28	8	36	45.1	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	88.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	109	99.1	44	29.7	26.4	67	70.1	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	82	98.8	63.6	30.3	6.1	36.4	57.9	68.6
<b>Gender</b>								
Male	46	97.8	52.8	38.9	8.3	47.2	58.9	68.3
Female	36	100	76.7	20	3.3	23.3	57	68.9
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	72.5	80.7
African American	72	98.6	67.2	27.6	5.2	32.8	56.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	47.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	22	95.5	72.2	11.1	16.7	27.8	38.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	50	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	74	98.7	67.7	29	3.2	32.3	54.3	57.3

**Social Studies**

All Students	78	98.7	39.1	40.6	20.3	60.9	65	72.5
<b>Gender</b>								
Male	41	97.6	35.3	44.1	20.6	64.7	61.8	72
Female	37	100	43.3	36.7	20	56.7	68.4	73.1
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	74.2	81
African American	69	98.6	42.9	41.1	16.1	57.1	63.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	21	95.2	N/AV	N/AV	N/AV	29.4	44.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	72	98.6	41	41	18	59	61.8	62.9

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	41	97.6	29.7	45.9	24.3	70.3	66.9	73.2	95.6	95.9
Gender										
Male	18	94.4	18.8	62.5	18.8	81.3	59.8	67.2	95.5	95.5
Female	23	100	38.1	33.3	28.6	61.9	74.1	79.4	95.9	96.3
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	65.2	81.5	94.3	94.3
African American	37	97.3	30.3	51.5	18.2	69.7	66.9	61.3	95.6	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	96.6	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.6
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	27.2	26	95	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	65.7	96.5	96.2
Socio-Economic Status										
Subsidized meals	38	97.4	32.4	47.1	20.6	67.6	63	63.2	95.6	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	35	94.3	24.1	44.8	31	75.9
	4	42	92.9	36.8	36.8	26.3	63.2
	5	44	100	42.9	50	7.1	57.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	100	25	42.9	32.1	75
	4	41	97.6	56.3	25	18.8	43.8
	5	42	100	35.1	40.5	24.3	64.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	35	100	41.4	34.5	24.1	58.6
	4	42	100	52.6	31.6	15.8	47.4
	5	44	100	54.8	42.9	2.4	45.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	100	42.9	14.3	42.9	57.1
	4	41	97.6	40.6	40.6	18.8	59.4
	5	42	100	40.5	29.7	29.7	59.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	18	94.4	N/A	N/A	N/A	28.6
	4	42	100	52.6	39.5	7.9	47.4
	5	23	95.7	57.1	33.3	9.5	42.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	19	100	78.6	14.3	7.1	21.4
	4	41	97.6	60.6	33.3	6.1	39.4
	5	22	100	57.9	36.8	5.3	42.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	17	94.1	46.2	30.8	23.1	53.8
	4	42	100	39.5	34.2	26.3	60.5
	5	21	100	N/A	N/A	N/A	25
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	17	100	21.4	28.6	50	78.6
	4	40	97.5	37.5	53.1	9.4	62.5
	5	21	100	55.6	27.8	16.7	44.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	33	93.9	48.1	25.9	25.9	51.9
	4	43	100	39.5	34.2	26.3	60.5
	5	45	97.8	38.1	40.5	21.4	61.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	41	97.6	29.7	45.9	24.3	70.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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